DOCUMENT RESUME

ED 427 298 CS 013 423

TITLE Diagnostic Matrices for Instructional Planning in Reading, Grades 3-5.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE 1998-00-00
NOTE 21p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Decoding (Reading); Elementary Education; *Instructional Development; *Matrices; Reading Comprehension; *Reading Diagnosis; *Reading Instruction; Reading Strategies; *Thinking Skills; Word Recognition
IDENTIFIERS North Carolina

ABSTRACT

Published by the state of North Carolina, the purpose of this booklet is to assist teachers as they plan instruction to help students become proficient readers. The booklet contains matrices for comprehension, word identification, and instructional strategies to assist in planning and helping students be successful on the End-of-Grade (EOG) Tests in Reading for grades 3-5. Information in the matrix can serve as a reference point for teachers as they plan and scaffold reading instruction. The decoding and word identification matrix in the publication is a tool that summarizes key elements of decoding and word identification characteristic of students at each achievement level on the EOG. Instructional strategies are suggested that can serve as reference points for planning instruction. The instructional strategies matrix presents instructional strategies, reading skills and strategies, and thinking skills with suggestions for when they are most appropriate for students. The booklet includes a discussion of the North Carolina Thinking Skill Levels, clarifying various kinds of thinking and questions that may elicit each. Finally, it outlines questions to promote critical thinking and response to texts for narrative and for expository texts. (SR)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

CS013423

ED 427 298

# *Diagnostic Matrices for*
# Instructional Planning in Reading

Public Schools of North Carolina
Instructional Services Division
Fall 1998

## *Grades 3-5*

**Background:** The purpose of this publication is to assist teachers as they plan instruction to help students become proficient readers.

As a result, students should be successful on the End-of-Grade Test in Reading.

These grade level tests are designed to assess reading growth each year.

Based on an analysis of EOG Test results from 1992-98, patterns were apparent in students' performance.

At each achievement level, students knew and were able to perform similar reading behaviors.

This document contains matrices for comprehension, word identification, and instructional strategies to assist in planning.

## The End-of-Grade Reading Tests for Grades 3-5 ask students to:

- Identify metacognitive strategies.
- Define key vocabulary by examining context.
- Organize details.
- Paraphrase the main idea.
- Identify figurative language.
- Determine elements of fiction (plot, setting, characterization, conflict, etc.).
- Draw conclusions.
- Make inferences from information in the text.
- Determine mood, tone, purpose, style.
- Interpret information in reference materials.
- Critically analyze and evaluate text.
- Read and interpret different genres.

**The North Carolina reading tests emphazise comprehension.**

- Vocabulary is assessed through application and understanding of terms within the context of the passages and questions.
- Passages include literature (short stories, poems, and essays); informational selections in content areas (social studies, science, art, health, and mathematics); consumer and practical selections (pamphlets, recipes, and other products).
- Variety of selections allows for assessment of reading for various purposes (for literary experience, to gain information, and to perform tasks).
- The End-of-Grade Reading Tests ask students to engage in complex, comprehensive reading and thinking.

## Expectations:

Student achievement is reported as Level I, II, III, or IV. Level III represents grade level proficiency. In reading it is expected that at Level III, students have mastered current grade level content and are prepared to be successful at the next grade.

- **Level IV** scores indicate that students consistently perform in a manner that is clearly beyond grade level expectations.
- **Level III** scores indicate that students are able to work independently and successfully with grade level subject matter. Students at this level consistently demonstrate mastery of grade level concepts and skills.
- **Level II** scores indicate that students demonstrate inconsistent mastery of concepts, knowledge, and skills. There may be uneven performance on grade level tasks.
- **Level I** scores indicate that students at this level frequently need a great deal of individual attention and guidance to be successful in academic tasks. Students at this level do not exhibit sufficient mastery of grade level knowledge and skills.

## Purposes of the Individual Matrices for Grades 3-5

The **diagnostic matrix** is a tool that summarizes key components of the EOG Test. These critical elements include levels of comprehension, thinking skills, text genres, reading strategies, and ELA goals and objectives. Information in the matrix can serve as a reference point for teachers as they plan and scaffold reading instruction.

The **decoding and word identification matrix** is a tool that summarizes key elements of decoding and word identification characteristic of students at each achievement level on the EOG. Included are suggested instructional strategies that can serve as a reference point for planning instruction for students at each achievement level.

Now that we know what students can do in comprehension and decoding and word identification, how can we plan and scaffold instruction most efficiently? The **instructional strategies matrix** presents instructional strategies, reading skills and strategies, and thinking skills with suggestions for when they are most appropriate for students.

# Reading: Instructional Strategies Matrix

*Grades 3-5*

| Instructional Strategies | Reading Skill(s) | Thinking Skill(s) | When Used? | | | Achievement Level(s) | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Before | During | After | I | II | III | IV |
| **Metacognition** | | | | | | | | | |
| Think Aloud | monitor comprehension, interacting with text | focusing, encoding, organizing, integrating | X | X | X | X | X | | |
| Authentic Questions | interacting with text | analyzing | | X | X | X | X | | |
| Question-Answer Relationship | summarizing, verifying, monitoring reading | analyzing | | X | X | | | X | X |
| Picture It | visualizing, interacting with text | organizing | X | X | | X | X | X | X |
| Predict-O-Gram | predicting, reading to confirm | verifying | X | X | | | X | X | |
| SQ3R | previewing, predicting | integrating | X | X | X | | X | X | X |
| ReQuest (Reciprocal Questioning) | predicting, questioning, clarifying, summarizing | integrating, generating | X | X | X | X | X | X | X |
| **Organization (Main Idea/Details)** | | | | | | | | | |
| Mystery Pot | sequencing | organizing | | | X | X | X | | |
| Selective Underlining | notetaking, locating main ideas and details | organizing | | X | | | | X | X |
| Number Noting | locating main ideas and details | integrating | | | X | | | X | X |
| Idea Mapping | summarizing main idea and details | integrating | | | X | | | X | X |
| KWL-Plus | information gathering, using prior knowledge | organizing, generating | X | X | X | | | X | X |
| Opinion Proof | inferencing, verifying | generating, evaluating | | X | X | | | | X |
| QAD (Question-Answer-Detail) | organizing information, remembering | organizing | X | | | X | X | | X |
| SCROL | previewing, linking concepts, reviewing | integrating, generating | X | X | X | | X | X | |
| **Elements of Fiction/Non-Fiction** | | | | | | | | | |
| Story Mapping | understanding author's use of story structure | organizing | | | X | X | X | X | |
| Story Frames | understanding author's use of story structure | organizing | | | X | X | X | X | |
| Story Pyramid | reflecting, responding to text | generating | | | X | | X | X | |
| Character Web | interacting with text, characterization | generating | | | X | X | X | X | X |

# Reading: Instructional Strategies Matrix

*Grades 3-5*

| Instructional Strategies | Reading Skill(s) | Thinking Skill(s) | When Used? | | | Achievement Level(s) | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Elements of Fiction/Non-Fiction** | | | Before | During | After | I | II | III | IV |
| Character Change Map | interacting with text, analyzing cause and effect, characterization | generating, integrating, evaluating | | X | X | | X | X | X |
| Retelling | using text structure to summarize and monitor comprehension | integrating | | | X | | X | X | X |
| Story Impression | using prior knowledge | analyzing | X | | X | | | X | X |
| **Critical Analysis/Evaluation** | | | | | | | | | |
| Literature Circles/Discussions | constructing meaning of the text and responding to text | integrating | X | X | X | X | X | X | X |
| Selective Underlining and Number Notes | interacting with text to classify main ideas and details | organizing, analyzing | | X | | | | X | |
| Opinion-Proof Notes | responding to text, forming concepts, citing evidence to substantiate concepts | organizing, analyzing, integrating, evaluating | | X | X | | | | X |
| DRTA (Directed-Reading-Thinking Activity) | predicting, reading to confirm | generating | X | X | | X | X | | |
| ReQuest (Reciprocal Questioning) | forming questions | information-gathering, generating | | X | | X | X | | |
| Teaching Inferences | linking prior knowledge and new concepts to draw conclusions | generating | | X | | | X | X | |
| Anticipation/Reaction Guide | activating prior knowledge, establishing purpose | focusing | X | | X | | X | X | X |
| Elaborating Information | connecting and summarizing | integrating | | X | X | | X | X | X |
| Discussion Web | interpreting, inferring using information to persuade/discuss | analyzing, generating, integrating, evaluating | | | X | | | X | X |
| **Vocabulary** | | | | | | | | | |
| Predict-O-Gram | classifying vocabulary | analyzing, integrating | X | | X | | X | X | |
| List-Group-Label | using prior knowledge, anticipating semantic & syntactic information | organizing | X | | | X | X | X | |
| Clues and Questions | constructing word comprehension | analyzing | | | X | X | X | X | |
| Vocabulary Self-Collection | constructing word comprehension | evaluating | | | X | | X | X | X |

*Diagnostic Matrix for Grades 3-5*

# End-of-Grade Reading Achievement Levels

| | Level of Comprehension | NC Thinking Skill Levels | Genres | Strategies Students Use | Goals and Objectives |
|---|---|---|---|---|---|
| Level 1 | Reads at a literal level. | Knowledge | Narrative (recognizes plot)<br>Biography | Focuses on decoding words/phrases.<br>Relates to text at a literal level. | 2.1<br>4.1 (begins to use) |
| Level 2 | Reads at a literal level with some interpretation. | Knowledge<br>Organizing<br>Applying | Narrative<br>Content (social studies)<br>Consumer (recipes)<br>Letters | Decodes words/phrases.<br>Begins to monitor comprehension strategies.<br>Adds new information rather than integrating.<br>Uses list-like recall. | 1.1 (uses some preparation strategies)<br>1.2<br>2.1, 2.2<br>4.1, 4.3 |
| Level 3 | Reads at a literal and interpretive level of understanding. | Knowledge<br>Organizing<br>Applying<br>Generating<br>Integrating | Simple Poetry<br>Narrative<br>Content (social studies & science)<br>Schedules | Reads proficiently.<br>Monitors comprehension.<br>Uses fix-up strategies when meaning breaks down (self-questions, rereads, uses context clues, visualizes, reads on, and retells).<br>Integrates information.<br>Selects main ideas and relevant information.<br>Focuses and refocuses information.<br>Activates prior knowledge.<br>Reads with purpose. | 1.1, 1.2, 1.3<br>2.1, 2.2, 2.3<br>3.1, 3.2 (begins to use)<br>4.1, 4.2, 4.3 |
| Level 4 | Reads at an analysis level. | Knowledge<br>Organizing<br>Applying<br>Analyzing<br>Generating<br>Integrating<br>Evaluating | Poetry<br>Content of less familiar topics<br>Narrative<br>Consumer materials | Reads fluently.<br>Monitors comprehension consistently.<br>Integrates information selectively.<br>Perseveres with difficult text.<br>Uses fix-up strategies as needed.<br>Reflects on text.<br>Seeks additional information.<br>Activates prior knowledge.<br>Revises purposes.<br>Recognizes that different texts and different purposes require a variety of reading and thinking strategies. | 1.1, 1.2, 1.3<br>2.1, 2.2, 2.3<br>3.1, 3.2, 3.3<br>4.1, 4.2, 4.3 |

*Diagnostic Matrix for Grades 3-5*

# Decoding and Word Identification

| | ACHIEVEMENT LEVEL | DECODING & WORD IDENTIFICATION | INSTRUCTIONAL STRATEGIES |
|---|---|---|---|
| **Level IV** | • Reads fluently.<br>• Re-establishes fluency easily when problem solving is required.<br>• Uses variety of problem solving strategies that are seamlessly interwoven into reading behaviors. | • Decodes automatically.<br>• Self-corrects easily.<br>• Maintains fluency. | • Encourage use of metacognition "How do you know you're right?"<br>• Provide for and encourage extensive reading (breadth and depth).<br>• Provide models of quick problem solving and re-establishing fluent reading. |
| **Level III** | • Varies reading rate as appropriate.<br>• Reads smoothly and anticipates language structures.<br>• Monitors reading.<br>• Uses chunks of letters and vowel patterns to decode unknown words.<br>• Problem solves easily by using a variety of strategies flexibly.<br>• Perseveres with task. | • Uses letter sounds flexibly (e.g., c = /s/ /k/ ch = /ch/ /k/).<br>• Reads left-to-right through whole words to cross check anticipation of language structures and words used by author.<br>• Sequences letter combinations left-to-right through whole words to problem solve unknown words. (e.g., str in gent).<br>• Uses variant sound-symbol associations and meaning cues when regular patterns are non-productive (e.g., guess, enough). | • Model strategies such as monitoring and cross-checking (predictions and text).<br>• Re-read when meaning is lost.<br>• Model engagement strategies such as questioning:<br>Does my reading make sense?<br>Does my reading sound right?<br>Does the word I read look like I expect it to look?<br>How do I know I'm right?<br>• Encourage and reinforce monitoring and self-correcting.<br>• Model analyzing syllables of words and using comprehension (e.g., pub lic) to problem solve. |
| **Level II** | • Reads familiar vocabulary fluently.<br>• Reads with many stops, pauses, and omissions of unknown words.<br>• Uses initial letters and final letters to problem solve.<br>• Monitors reading inconsistently.<br>• Lacks persistence with reading tasks.<br>• Uses small repertoire of reading strategies in a rigid manner. | • Uses read-on and re-reading strategies unsuccessfully.<br>• Attends to initial letters and sounds.<br>• Skips medial letters or attends to known letter-sound associations without regard for sequence.<br>• Manipulates sounds with difficulty and/or without analyzing order.<br>• Uses letter-by-letter analysis without recognizing vowel digraphs.<br>• Uses letter-by-letter sounding out and has difficulty blending sounds. | • Model, using think-aloud strategy, productive methods for reading on while thinking of author's message.<br>• Model using initial letters and sounds to generate possible text the author used.<br>• Demonstrate sounding out by connecting sounds, left-to-right through whole word.<br>• Build words with consonant blends (onsets) and vowel digraphs (rimes).<br>• Practice sounding "chunks" of letters and cross checking to decode unknown words (e.g., pl an). |
| **Level I** | • Reads slowly.<br>• Primarily uses initial letters *only* to identify unknown words.<br>• Reads individual words and does not monitor comprehension.<br>• Abandons task when reading independently.<br>• Confuses high frequency words that look similar and fails to use monitoring to self-correct errors. | • Reads word-by-word and letter-by-letter.<br>• Is unaware of strategy of anticipating language and using text to confirm.<br>• Attends to known letters and ignores sequences and combinations of letters when attempting to problem solve new words.<br>• Is unaware of how to use analogies with known words to problem solve unknown words. | • Use cloze procedures to demonstrate students' use of prior knowledge and language to anticipate words in text.<br>• Model saying words, analyzing sounds heard, and recording sounds in sequence to verify decoding attempts.<br>• Model and practice decoding "chunks" of letters using continuous blending of sounds.<br>• Model and practice using analogies with known words and known parts of words to decode (e.g., unknown word: clout; uses cl chunk and known part, out).<br>• Model and practice using known high frequency words to identify vowel digraphs (now, new, saw, boy). |

# North Carolina Thinking Skill Levels

## KNOWLEDGE:

When content is new, students must be guided in relating the new knowledge to what they already know, organizing and then practicing that new knowledge. Knowledge can be of two types: declarative (i.e., attributes, rules) or procedural (skills and processes). Items of this type are factual, content-specific, and focus on recall of critical information, concepts, and procedures.

*When was...?*
*Who did it...?*
*Identify the _____ in the _____*
*Define the word _____*
*Who did _____?*
*What is a _____?*

## ORGANIZING:

Organizing is used to arrange information so it can be understood or presented more effectively.

- Comparing refers to identifying similarities and differences between or among entities.
- Classifying refers to grouping items into categories on the basis of their attributes.
- Ordering refers to sequencing or ordering entities according to a given criterion.
- Representing refers to changing the form of the information to show how critical events are related (visual, verbal, and symbolic).

*What conclusion have you reached about _____?*
*Explain the main idea. Illustrate it.*
*What do the characters have in common?*
*In your own words, tell...*
*What is the purpose of...?*
*Tell what you think...*
*Why is it called _____?*
*Explain why _____ what caused _____?*



## APPLYING:

Applying is used to demonstrate prior knowledge within a new situation. Application is based on an individual's ability to apply previous learning to a novel situation without having to be shown how to use it. The task is to bring together the appropriate information, generalizations, or principles (declarative and procedural knowledge) that are required to solve a problem.

*What is...?*
*What evidence is there that...?*
*In what way might...?*
*Give some instance which...?*
*Which of these would...?*
*How would you use this information to start a program yourself?*
*Write what you have learned and how you can use the information in your life?*

## ANALYZING:

Analyzing is used to clarify existing information by examining parts and relationships.

- Identifying attributes and components refers to recognizing and articulating the parts that together constitute a whole.
- Identifying relationships and patterns refers to recognizing and articulating the interrelationships among components (casual, hierarchical, temporal, spatial, correlational, or metaphorical; equivalence, symmetry, and similarity; difference, contradiction, and exclusion).
- Identifying errors refers to detecting mistakes in logic, calculations, procedures, and knowledge, and where possible, identifying their causes and making corrections or changes in thinking.

*What part of this could be real? Make-believe?*
*What would be a good title for...?*
*What are the functions of...?*
*Compare _____ to _____. How are they alike? different?*
*Now that we have studied this, what can be concluded about...?*

## GENERATING:

Generating involves using prior knowledge to add information beyond what is given.

- Inferring refers to going beyond the available information to identify what reasonably may be true.
- Predicting refers to assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.
- Elaborating involves adding details, explanations, examples, or other relevant information from prior knowledge in order to improve understanding (explanations, analogies, and metaphors).

*How many ways can you think of to...?*
*What would happen if...?*
*Predict what would be true if...?*
*How can you explain...?*
*Hypothesize what would happen if...?*

## INTEGRATING:

Integrating involves putting together the relevant parts or aspects of a solution, understanding, principle, or composition.

- Summarizing refers to combining information efficiently into a cohesive statement. It involves condensing information, selecting what is important (and discarding what is not), and combining logical text segments.
- Restructuring refers to changing existing knowledge structures to incorporate new information. New information and prior knowledge are connected and combined and incorporated into a new understanding.

*How many ways can you think of...*
*Conclude what the result will be it...*
*Summarize the story in your own words...*
*Devise a plan to...*

## EVALUATING:

Evaluating involves assessing the reasonableness and quality of ideas.

- Establishing criteria refers to setting standards for judging the value of logic or ideas.
- Verifying refers to confirming or proving the truth of an idea, using specific standards or criteria of evaluation (checking the accuracy of facts, checking the meaning or accuracy of the author's statement by looking back at the text or using research results to verify hypotheses).

*Judge what would be the best way...*
*Is_____ accurate? Why do you think yes or no?*
*What is the most important? Why?*
*Based on your previous answer, do you think you could have...? How?*
*How effective was...?*
*Evaluate whether you would...*

## Professional Resources:


Baumann, J. F.; Seifert-Kessell, N.; & Jones, L. A. (1993). Using think-alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher*, 47 (3), 184-193.

Bear, Donald R.; Invernizzi, Marcia; Templeton, Shane; and Johnston, Francine. (1996). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Columbus, Ohio: Merrill.

Derewianka, Beverly. (1990). *Exploring How Texts Work*. Rozelle, Australia: Primary English Teaching Association.

Graves, Donald H. (1989). *Experiment with Fiction*. Portsmouth, NH: Heinemann.

Graves, Donald H. (1990). *Exploring Poetry*. Portsmouth, NH: Heinemann.

Graves, Donald H. (1989). *Investigate Nonfiction*. Portsmouth, NH: Heinemann.

Johns, Jerry L. and Lenski, Susan Davis. (1997). *Improving Reading: A Handbook of Strategies* (2nd ed.). Dubuque, IA: Kendall/Hunt Publishing Company.

Santa, Carol M.; Havens, Lynn T.; and Maycumber, Evelyn M. (1989). Project Criss – CReating Independence through Student-owned Strategies. Kendall/Hunt Publishing Company.

*Teaching Narrative, Write On*. (1994). North Carolina Department of Public Instruction.

Walker, Barbara J. (1992). *Supporting Struggling Readers*. Ontario, Canada: Pippin Publishing Limited.

# Questions to Promote Critical Thinking and Response to Texts

## NARRATIVE TEXTS

### Author

1. What did you know about the author before you read the book? What new information did you learn about the author when you read the book?
2. Why do you think the author wrote the book?
3. What is the author's message?
4. Can you tell anything about the author from reading this book?
5. What information did the author have to know in order to write this book?

### Characters

1. Who were the main characters? Describe them in your own words.
2. What kind of people were the characters?
3. Which characters did you like and/or dislike? What happened in the book to make you like and/or dislike each character?
4. Select one or more characters. Tell why he/she is important in the story.
5. Why did each character behave as he/she did in the book?
6. Who do you know that reminds you of the characters in the book?
7. What changes do you notice in the characters as the story progresses? Are these changes reasonable or what you expected? Explain.
8. What differences/likeness did you notice in the characters? Explain.
9. Do people you know in real life behave like the characters? Explain.
10. Was the behavior of a particular character right or wrong? Why?

### The Story

*Plot:*

1. In a few sentences, tell what happened in this story. In what sequence did the events take place?
2. If one or more events had not happened in the sequence they did in this story, how would the outcome of the book have been affected?
3. Did the story end as you thought it would? Explain.
4. If you could change the ending to the book, how would it end? Why?
5. Under one or more heading (Characters, Settings, Events, etc.) list important words and phrases.
6. Which chapter or event(s) do you think is/are absolutely necessary to the story? Why?

*Setting:*

1. Where did the story take place?
2. How would you describe the setting of the story?
3. Do you know a place similar to the setting of the story?
4. What time did the story take place: past, present or future?
5. Where in the book is the best description of the setting given?
6. What specific words or phrases give you the best visual images of the setting?

*Mood:*

1. What feelings did you have while reading this book? Explain.
2. What words or phrases did the author use to make you feel as you did?
3. Describe the funniest/saddest/exciting/unusual/mysterious/events. Explain what the author did to make them that way.
4. What is the most memorable part of the book? Why?
6. What is the mood in the beginning of the book? What changes, if any, do you notice as the book progresses? Explain.

*Style:*

1. Select one or more characters and tell how the author describes him/her/them.
2. Did the author use any creative or unusual language in the book? Give examples.
3. Were you able to form a clear picture in your mind of the characters and events from the information in the text?
4. Were you interested in what was happening throughout the entire book? What did the author do that made you interested/disinterested?
5. What vocabulary did the author use to enable you to visualize characters, settings, and/or events in the story?

## EXPOSITORY TEXTS

**Content**

1. What topic(s) did this book describe?
2. Was the information easy for you to understand? Why?
3. Did the book give you enough information? What else do you need to know? Where will you look for the information?

**Accuracy**

1. Who is the author? What are the author's qualifications for writing this book? Explain how you know by giving examples.
2. Does this book provide recent information? Are there better sources? Why?
3. Give examples of specific clue words the author uses to let you know that he/she is stating an opinion or a fact.

**Style**

1. Do you understand what the author has said? What information was most easy to understand and/or most difficult to understand? Why?
2. Was it easy for you to find information in the book? Why or why not?
3. Would you like to learn more about the topic? Why?

**Illustrations**

1. Did the author include illustrations with the book? How were they helpful or not helpful?
2. Were tables, charts, graphs, diagrams, maps, photographs, or cartoons used in the book? Were they helpful to you? Why or why not?
3. What could the author have done to make the book easier to understand?

* *Adapted from Hornsby, David, Sukarna, Deborah, and Parry, Jo-Ann A. (1986).* ***Read On: A Conference Approach to Reading****. Melbourne, Australia: Nelson. 160-162.*



**NOTES:**